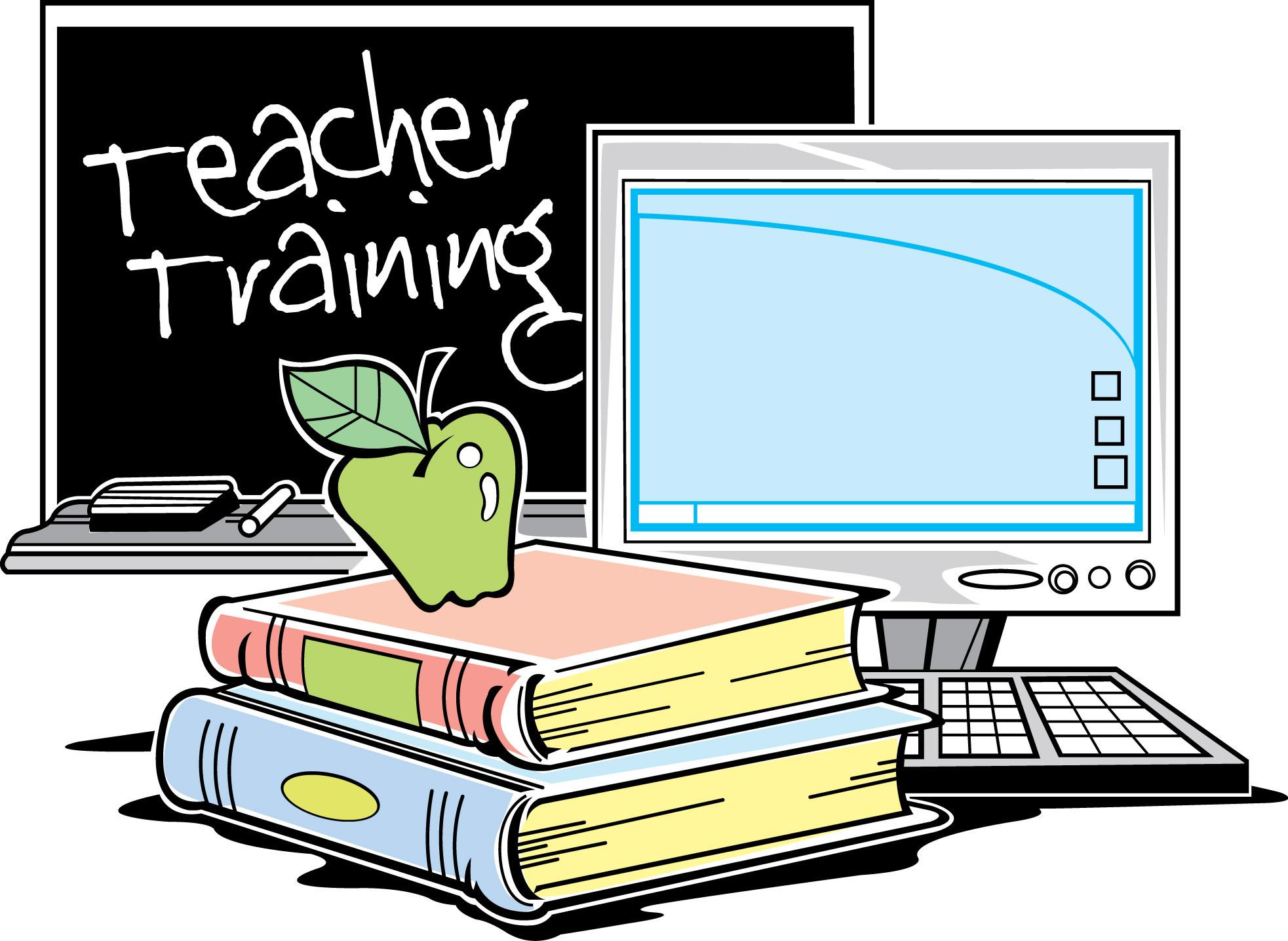
**Your Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Welcome, First-Year Teachers!**

**Pre-Planning Seminar: Classroom Management**

**Classroom Management Module Handout**

**Go to Webcourses, select EDG4410-17Spring0006, and click on <Modules>. Then click on <Classroom Management Module Introduction> and work your way through the Introduction and Tasks 1, 2, 3, and 4 as you complete this module handout.**

**Classroom Management Module Task 1:**

1. How does the professor from Columbia University Teachers’ College define Classroom Management?

2. When should the class begin? How does the teacher make this happen?

3. Should the teacher wait for the students? Why or why not?

4. What is “physical proximity?”

5. Why does a “whisper” correction work? When would a “secret signal” work?

6. The BEST intervention techniques are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-verbal.

7. A teacher should have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_facial expressions and an attitude of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_energy.

8. The use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_can increase motivation. They should be set up where

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be a winner.

9. Break down lessons into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This takes effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10.Reward positive behavior through positive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11.The beginning teacher was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_practitioner when she videoed herself teaching, sought advice from a master teacher and debriefed with a peer teacher. How did this help her improve her practice?

12.She saw improvement within \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_weeks.

13.The beginning teacher did not blame the lack of student motivation on the students. Why not? Other observations?

**Classroom Management Module Task 2:**

1. What is a clock partner?
2. How could you use the blue boards that the teacher set up for her partner activity?
3. Would the finger signals work at the grade level you plan to teach? Explain.

 4.  In addition, notice and describe at least 3 other aspects of the lesson/teaching that are in place and practiced that are effective classroom management strategies that she talks about or that you see her perform.

**Classroom Management Module Task 3:**

1. What key tips are shared to help prepare and conduct a parent-teacher conference?
2. What are the four steps of a parent-teacher conference?
3. Notice that Ms. Kazavanjian shares student successes, challenges, and next steps. How does she do

this?

1. Why does parent relationship expert Debbie Feinstein suggest sitting on the same side of the table?

**Classroom Management Module Task 4:**

**Follow the Classroom Management Module Task 4 directions on Webcourses prior to responding to the questions below.**

1. What was the **M**ost important thing in the videos?

2. What was something you **A**gree with in the videos?

3. What was something you do **N**ot agree with in the videos?

4. What was something you found **I**nteresting in the videos?

5. How would YOU define (in your own words) what **C**lassroom Management is?